INCREASING STUDENTS' SPEAKING ABILITY THROUGH DESCRIBING PICTURE AT THE SEVENTH GRADE OF SMPN 3 BUPON
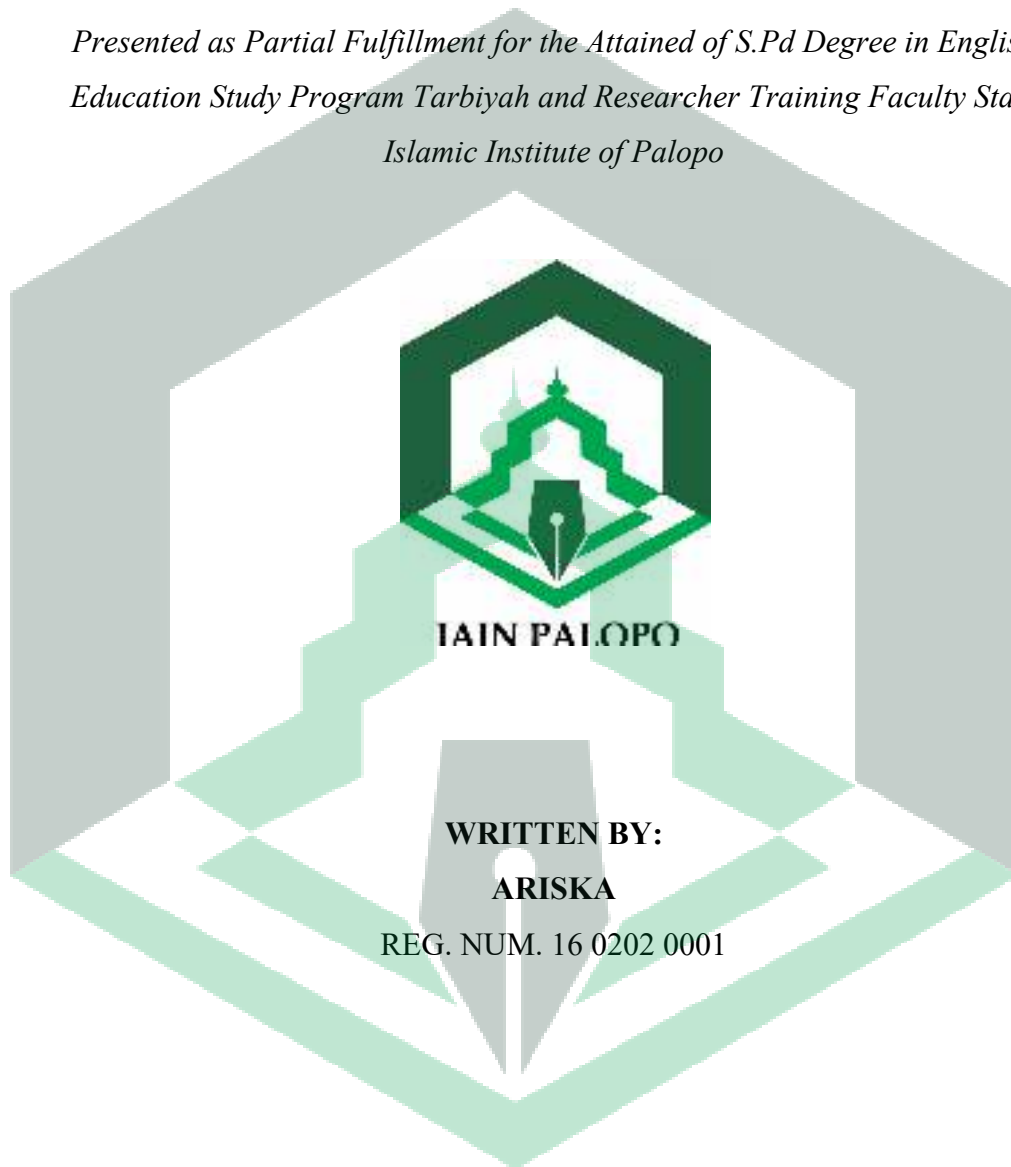
A Research Thesis

Presented as Partial Fulfillment for the Attained of S.Pd Degree in English Education Study Program Tarbiyah and Researcher Training Faculty State Islamic Institute of Palopo

WRITTEN BY:

ARISKA

REG. NUM. 16 0202 0001

ENGLISH STUDY PROGRAM

TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC INSTITUTE OF PALOPO

2022

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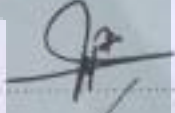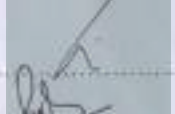
STATE ISLAMIC INSTITUTE OF PALOPO

2022

THESIS APPROVAL

This thesis entitled "**Increasing Students Speaking Ability Through Describing Picture at The Seventh Grade SMPN 3 Bupon**" Which is written by Ariska, Reg. Number, 16.0202.0001, S1 English Language Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munaqasyah session which is carried out on **Thursday, 12th of Mei 2022**, it is authorized and acceptable as partial fulfillment for S.Pd. degree in English language teaching.

Monday, 25th of July 2022

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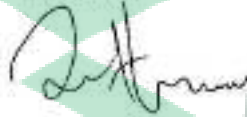
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Lampiran : -

Kepada Yth

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Assalamu 'Alaikum Wr.Wb

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut di bawah ini:

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Judul : Increasing Students' Speaking Skill By Using Communicative Game At The Seventh Grade Smpn 3 Bupon

Menyatakan bahwa skripsi tersebut sudah layak diajukan untuk diujikan.
Demikian untuk diproses selanjutnya.

Wassalamu 'Alaikum Wr.Wb.

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STATEMENT OF AUTHENTICITY

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Stating exactly that:

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In the end, this statement is made truthfully and to be used accordance with is purpose.

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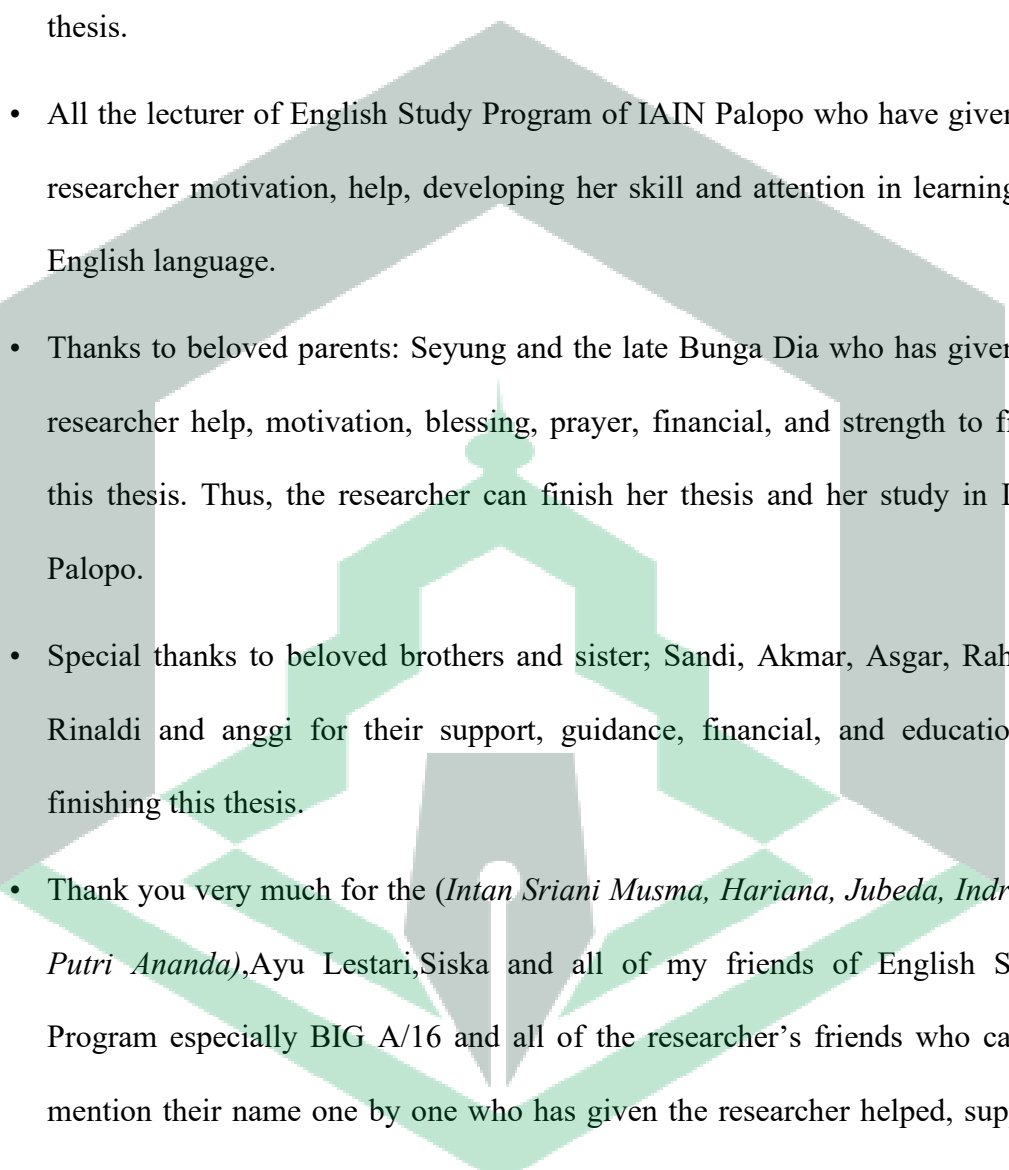
Ariska
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ACKNOWLEDGEMENT

Alhamdulillahirobbil 'Alamin, praise and thanks to the Almighty Allah SWT. The beneficent and the most merciful, lord of the world has created judgment day in the hereafter and to our prophet, Muhammad SAW peace and blessing be upon him. Alhamdulillah, the researcher expresses her gratitude to the Almighty Allah who has given the researcher guidance, blessing, inspiration, love, and good health so the writer could finish this thesis.

This thesis is presented to the English Language Education Study Program of Tarbiyah and Teacher Training Faculty State Islamic Institute (IAIN) Palopo as partial fulfillment of the requirements for the undergraduate, on the title *"Increasing Students' Speaking Ability Through Describing picture at the Seventh Grade of SMPN 3 Bupon".*

The researcher realizes that the existence of this thesis was by receiving much guidance, advice, encouragement, and comments from many people. Even though still far from being perfect. Therefore, the researcher would like to express the deepest gratitude to:

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- Drs. Nurdin Kaso, M.Pd. as the head of Tarbiyah and Teacher Training Faculty of IAIN Palopo.

- Amalia Yahya, SE., M.Hum. as the head of the English Study Program of IAIN Palopo who always gives support, tough, helped, and guided the researcher during her study at IAIN Palopo.

Finally, the researcher prays to God, Allah SWT gives regard to all of the people who have helped the researcher and the researcher hopes this thesis can be useful and give a positive contribution to the readers and the others.

Palopo, 25 April 2021

The Researcher

Ariska
16 0202 0001

TABLE OF CONTENTS

LIST OF TABLE

ABSTRACT

Ariska, 2022 *Increasing Students' Speaking Ability through Describing picture at the seventh grade SMPN 3 Bupon*".Thesis English Study Program Educational Department in the State Islamic Studies Palopo Supervised by Masruddin and Dewi Furwana.

This thesis focused on increasing students' speaking ability through describing picture at the seventh grade of SMPN 3 Bupon. The question of this research: Is the Describing pictures effective to increase students' speaking ability at the seventh Grade of SMPN 3 Bupon? The objective of this research: to find out whether or not the use of describing picture effective to improve the student' speaking ability at the seventh grade students 'of SMPN 3 Bupon. This research used pre-experimental. The population of this research was the seventh-grade students of SMP Negeri 3 Bupon. The total population was 152. The research samples were class VII A amounted to 20 students. The sampling technique in this research was purposive sampling. The instrument of this research was a speaking test. The pre-test was given to find out basic speaking skill of the students speaking and the post-test was given to find out the students' increasing in speaking after being given treatment and the research used describing picture. The test amounted 2 items then the test was calculated and analyzed using SPSS 20. After analyzed the data, it was found that the students' speaking was enhanced through describing picture at the seventh grade of SMP Negeri 3 Bupon. There was a significant difference between the pre-test and post-test result that was the post-test was higher than the pre-test, were the mean score of pre-test was 24,5 and post-test was 43,8. Where the score of t_{count} (8,268) was higher than the score of t_{able} (2,093) or 8,263>2,093 the research concluded that the use of describing picture can increase students' speaking skill at the seventh grade Smpn 3 Bupon.

Keyword: *Increasing Speaking, Describing picture, Pre-experimental Design.*

CHAPTER I
INTRODUCTION

A. Background

English is one of the most widely used languages in the universe. So, it is considered an international language. Language serves as a means of communication, and the ability to speak or communicate with others plays an important role. The definition of speaking according to the next experts is based on the view of Ladouse which defines speaking as the ability to express oneself. Speaking is also referred to as an act of reporting through spoken words with the ability to speak. Speaking in English is related to what is seen, fealty, heard and expressed in the form of words. By language people could know what the other people said, the function of Language is express thoughts feeling or ideas. In speaking is done by more than one picture, it will lead to a conversation or interaction.

Harmer said that there are four basic skills in any language; receptive skill reading and listening, and productive skill in speaking and writing[1]. Because of these abilities, speaking is one of the most important skills in language learning. By communicating, we can share knowledge and ideas and then maintain social relationships by interacting with others. As the second foreign language, English can be used in formal and informal education.

Based on observations On Wednesday, April 24, 2019, at Junior High School Number 3 in West Bupon, students experienced several obstacles in learning English. The

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[1]Harmer Jeremy, *The Practice of English Language Teaching* (New York: Grow Hill Press, 2001).

problems that students often face are the pronunciation of words, they think that learning English is very difficult, sometimes they are bored and lazy to learn, they also don't understand the material being taught, lack self-confidence, and are more silent when the learning process takes place, difficulties other things that exist in students are the lack of English vocabulary and less passive English. They only use Indonesian when the learning process is taking place. The teacher had told them to bring a dictionary. But they prefer to use the internet to do assignments. Therefore, teachers must have the right techniques in teaching speaking skill so that students are more active in learning English skill. One suitable technique is describing picture.[2]

Learning English using a describing picture is very interesting and challenging for students. They can also be more active and creative during the teaching and learning process because they work individually and they always have to prepare opinions or answer questions related to the topic or answer questions from the researcher. When they are given instruction questions, they are invited to think about the answer because they can answer the question.

Because using the describing picture can made students more active in learning English ability. This describing picture is very fun and motivated; students get the opportunity to more easily facilitate their speaking methods and are useful for expanding students' knowledge, so they can motivate students to learn English language ability.

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[2] Ariska (2019) *Increasing Student' Speaking Skill By Using Describing picture At The Seventh grade* SMPN 3 Bupon

Well in the end. As a second language, it takes a long time to master it. Therefore, it is not surprising that students cannot speak well in English. Therefore, based on the explanation above, the researcher decided to conduct a research entitled Increasing Students' Speaking ability by using describing pictures at the Seventh Grade Students of SMPN 3 Bupon

B. Research Questions

Based on the background above, the researcher would like to focus on the following problem statement: Is the Describing pictures effective to increase students' speaking ability at the seventh Grade of SMPN 3 Bupon?

C. Objective of the Research

Based on the formulation of the problem above, the purpose of this research is to find out whether or not the use of Describing pictures effective to increase the students' speaking ability at the seventh-grade students SMPN 3 Bupon.

D. Significance of the research

a. Theoretically

These results are expected to make a positive contribution to the theory of how to understand English, especially in research to increasing speaking ability.

b. Practically

a) For teachers

The research results are expected to be useful information for teachers about describing picture to teach an increasing speaking ability. So they can solve problems and the learning process can be fun.

b) For students

Students can know and understand the given describing pictures. They can increase their knowledge about how to increasing the way they speak by using describing pictures as a good medium in learning English.

E. Scope of the research

The scope of this research will be focused on describing picture related to (artist picture) as material for increasing students' English speaking ability through describing pictures for class VII students of SMPN 3 Bupon
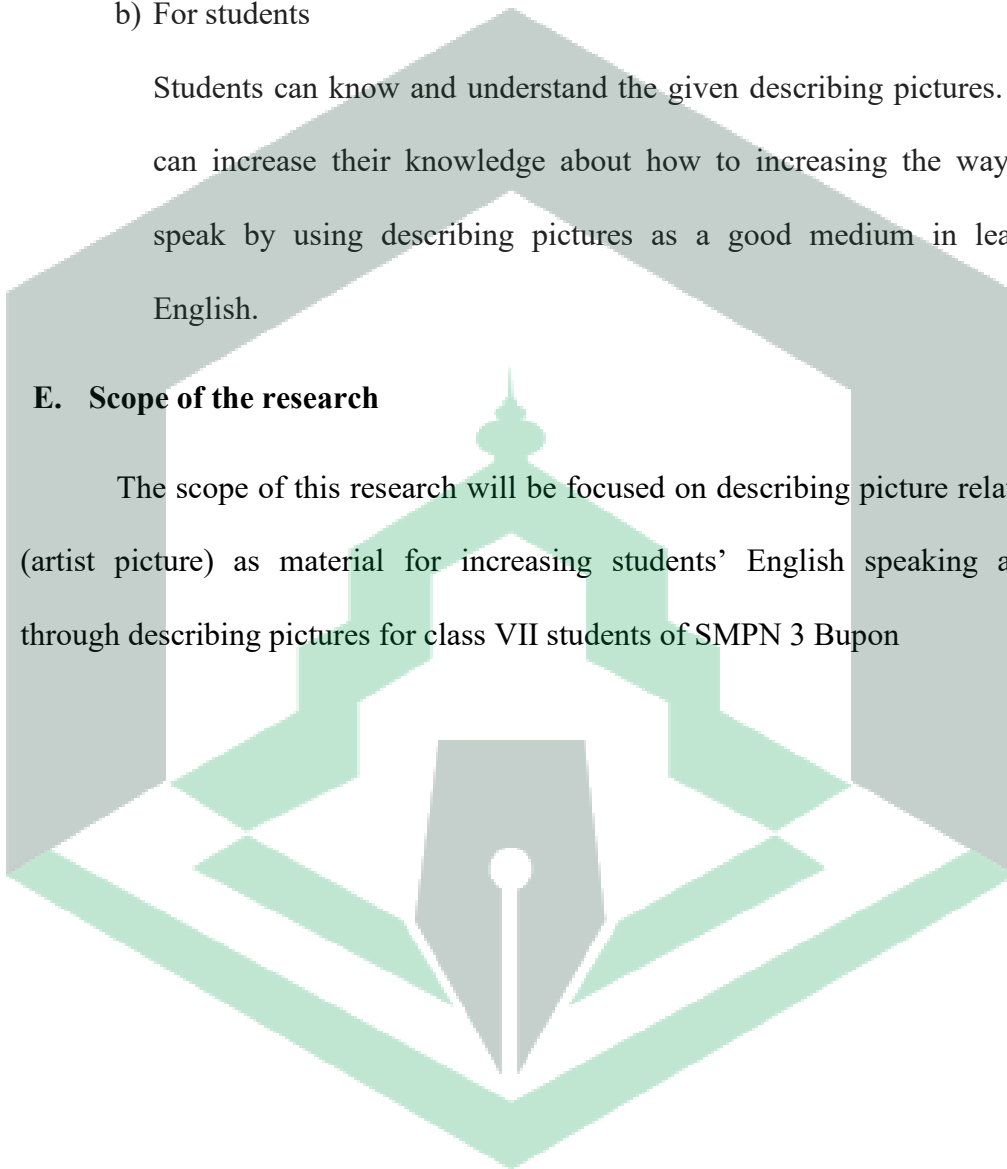
CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Studies

Based on the above research, this is about increasing student speaking. It can be concluded that using interesting games can make students easily improve good ways of speaking. So researchers are interested in using games, namely Describing picture this can make students easier and more effective in improving their way of speaking.

Ummu kalsum (2018): "*The Implementation of Describing Pictures Strategy in Improving Speaking Skills at the Eight Grade of SMPN 10 Parepare*" the researcher using picture as a media to improve students speaking skill. In the Ummu Kalsum research using profession and animal picture as the material, than the object of this research the students of SMPN 10 Parepare Eight grade. While in this research the researcher using the person picture as the media in the classroom of SMPN 3 Bupon at the seventh grade.

Riesty Wulandari (2012): "*The Use of Pictures to Improve the Students' Speaking Ability Of XI IS 2 Of SMAN 1 Kasihan In The Academic Year Of 2011/2012*" the researcher using media picture by power point to improve students speaking skill, the students tried to know what the text about and how they pronounced and how the intonation of each statements was, next the researcher using the students of XI is 2 SMAN 1 Kasihan as the object of this research. While in this research the students using a paper as a media of the

picture, the researcher focus to make the students confidence to speak in English, and than the researcher focus on seventh grade of SMPN 3 Bupon.

Adi Daya Rumeksa (2017/2018): "*The Effectiveness of Using Pictures in Describing picture in Speaking Class*" the researcher using experimental research to teach speaking, picture as media to teach the students' how to speak well by describing picture in the picture. The researcher has advantages of using picture, picture also useful for presenting new grammatical and vocabulary items, so the students also can speak, read and write.

While the researcher just using picture as a media to increase students speaking skill and make the students enjoy in learning English in the classroom.

B. Some Pertinent Ideas

1. Definition Of Speaking

Speaking a language is especially difficult for foreign language learners because effective oral communication requires the skill to use the language appropriate to social interaction. Where communication is the output modality and learning is the input modality of language acquisition.[3]

According to Freeborn that speaking is a medium for language consist of sound same differences are the result of the fact that we listen to speak, and usually we can see who is talking to our communication through the sense of touch alone possible.[4]

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[3] H. Douglas Brown, "The Principle of Language Learning and Teaching, New York: Prentice Hall.1980," n.d.

[4] Dennis Freeborn, *Varieties of English* (LONDON, n.d.).

We all have something to talk about and everything we say has some influence. We may get the other to agree or we may encounter resistance, but we do not cease influence. As long as we are alive, we continue to communicate, when we talk we communicate something5

Speaking is a skill. People willing be able to speak as a foreign must practice and practice to use the language. It is impossible to be successful to speak only relying on learning the knowledge of the language without any practice. According to Richard and Willy A. Renandya say that speaking is one of the elements of communication. Where communication is the output modality and learning is the input modality of language acquisition.6 As human beings we always need communication to express our idea to do everything, what's more, as students or learners they have to speak with their teacher as long as in the learning process to express their idea. As king Shumin in Richards.

Therefore, an informal environment between teachers and students has to always interact to make communication, because much of our daily communication remain interactional. Being be able to interact in a language is essential. Therefore, language instructors should provide learners with opportunities for meaningful communicative behavior about a relevant topic by using learner. learner interaction as the key to teaching language for communication because communication derives essentially from the interaction.

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5 Jerome Zolten, *Speaking To An Audience*, n.d.
6 H. D Brown, *Teaching Principle: An Interactive Approach to Language Pedagogy.2 Ed, New York: Longman Inc.* (New York: 2001, 2001).

In another view, speaking is a fundamentally and instrumentally act. speaker talks to have some effect on their listeners. They assert things to change their state of knowledge. They ask them questions to get them to provide information. They request things to get them to do things for them. And they promise, warn, and exclaim to effect them in still other ways. The nature of the speech act should therefore play a control role in the process of speech production. Speakers begin with the intention of affecting their listeners in a particular way. And they select and utter sentences that will bring just this effect.[7]

2. Supporting Factors

There are some factors for students to study English. The factor is:

a. If they look someone or people in the area speak English with the fluently so they will study and try to speak English also.

b. The student's interest in English speaking

c. The student wants to improve their speaking skill by a good method for them.

d. They join an English private course.

e. They are interesting to learn English because they wanted to get a better future life.

f. They are interested to learn English because they think sometimes they can around the world.

3. The Role of Speaking

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[7] Herbert. H. And Eve V. Clark Clark, *Psychology and Language: An Introduction to the Psycholinguistic* (amerika: i997, n.d.).

Speaking is a means of communication. Communication is contact relations between human beings individually or groups.[8] According to Richards and Willy A. Renandya that speaking is one of the central elements of communication. The Function of the spoken language area interactional and transactional, because much of our daily communication remains interpictureal.

Rivers states that in speaking, We are not conveying to the receiver a meaning clothed in words but by our words, we are arousing within the receiver associations and expectations which will enable that picture to form an interpretation of the intentions of our massage.[9] Nida maintains that receivers of messages are often encoding parallel messages as they listen. They think the emitter is trying to convey. In this case, Nida in Rivers says as shown by the fact that when the speaker pauses, listeners often supply what they consider to be the appropriate words.

4. The Problem Of Speaking

As Brown suggested some causes that make speaking difficult as follows:

a. Clustering fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in-breath groups) through such clustering

b. Redundancy The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language

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[8] Syaiful Bahri Djamarah, ", Pola Komunikasi Orang Tua Dan Anak Dalam Keluarga:Sebuah Perspektif Islam" (jakarta: 2004, 2004).
[9] Wilga M.Rivers, "Teaching Foreign Language Skills" (. London: The University of Chicago Press, 1981).

c. Reduced Forms Contractions, elisions, reduced vowels, etc., all form special problems teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

d. From some of the reasons put forward by Brown, it can be concluded that the researcher is that students cannot speak in English without using a dictionary and the internet.

e. Variable, one of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses backtracking, and correction.

f. Colloquial Language, make sure your student's reasonably well acquainted with the word, idioms, and phrases of colloquial language and those they get practice reducing these forms.

g. Rate of Delivery

Another silent characteristic of fluency is the rate of delivery How to help learner achieves acceptable speed along with another attribute of fluency.

h. Stress, Rhythm, and Intonation

The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

i. Interactions

Learning to produce moves to language in a vacuum without interlocutors will rob speaking skills of it is a richer component: the creativity of compensation negotiation[10]

5. Aspect Of Assessing Speaking

The main objective of teaching spoken language is the development of the ability to interact successfully in that language and this involves comprehension as well as production.[11] Testing students' spoken language command is one of the most important aspects of an overall evaluation of the students' language performance. Rasyid and Hafsa J.Nur divide speaking skills into two features, the first is competency features that consist of fluency and accuracy, and the second is performance features that consist of content and interaction. Appropriacy is the ability to use language generally appropriate to the function.[12] Syah says that appropriacy is used lexical, phonology, and intonation properly and fairly based on situation and condition. In this case, performance features are the appropriateness in using language.[13]

Based on the statement above, the writer divides speaking skill into three main components, as follows:

a. Fluency

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[10] H Douglas Brown, "Teaching by Principles: An Interactive Approach to Language Pedagogy" (New York, 2000).

[11] M. Basri Wello and Hapsa amin j Nur, *An Introduction To ESP* (ujung pandang, n.d.).

[12] Muhammad Rasyid and Hafsah J. Nur, *Teaching English and Foreign Language,p.201*, n.d.

[13] Djalius Syah, *International English Compensation*, n.d.

Fluency is the ability to produce what one wishes to say smoothly and without undue hesitation and searching.[14] Speak without too great an effort with a fairly wide range of expression. In the past research, Rasyid and Hapsah J. Nur find that in the students' speaking skill they were fairly in interaction with speak of 75-89 word for a minute. With not more than 3 false and repetition and not more than 7 fillers per 100 words.

b. Accuracy

Accuracy is the ability to use the target language intelligible pronunciation, particularly grammatical and lexical accuracy. Accuracy is achieved to some extent by allowing students to focus on the elements of phonology grammar and discourage their spoken output.[15]

In testing speaking proficiency, we use some elicitation techniques. The elicitation technique is the way to get students to say something in a speaking test.

c. Comprehensibility

Comprehensibility is the ability to understand quite well the topic nomination with considerable repetition and repurchasing. Comprehensibility is an exercise to improve one understand.[16]

6. Strategies for Developing Speaking Skills

Learning to speak a foreign language requires more than knowing it is grammatical and semantic rules. Learners must also acquire the knowledge of

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[14] H. Douglas Brown, *By Principles: An Interactive Approach to Language Pedagogy* (newyork, n.d.).
[15] Brown, "Teaching by Principles: An Interactive Approach to Language Pedagogy."
[16] Martin H.Manser, "Oxford Learners' Pocket Dictionary" (: Oxford Univesity Press, 1995).

how native speakers use the language in the context of structured interpictureal exchanges, in which many factors interact. Therefore, it is difficult for English foreign language adults, to speak the target language fluently and appropriately. To provide effective guidance in developing competent speakers of English, it is necessary to examine the factors affecting learners' oral communication, components underlying speaking proficiency, and specific skill or strategies used in communication.

Students often think that the ability to speak the language is a product of language learning, but speaking is also a crucial part of the language learning process. Effective teachers teach students using minimal responses, recognizing scripts, and using language to talk about the language that they can use to help themselves expand their knowledge to talk about language and their confidence in using it. These instructor help students learn to speak so that the students can use speaking to learn[17].

a. Using minimal responses

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding. The agreement, doubt, and other responses to what another speaker is saying. having a stock of such responses enables learners to focus on what the other participant is saying. without having to simultaneously plan a response.

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[17] "Http://Www.Nclrc.Org/Essential/Speaking/Stratspeak.Htm.Accessed on July 15," 2013.

b. Recognizing scripts

Teachers can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. through interactive activities, the teacher can give students practice in managing and varying the language that different scripts contain.

c. Using language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. A teacher can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur at any time of interaction whatever the participants' language skill levels. The instructor can also give students strategies and phrases to use for clarification and comprehension checks.

7. Type of Classroom Speaking Performance

a. Imitative

A very limited portion of the classroom speaking time may legitimately be speech-generating human tape recorder speech, where for example learners an intonation contour or try to pinpoint a certain vowel sound.

b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

c. Responsive

A good deal of student speech in the classroom is responsive to short replies from a teacher or students. initiated questions or comments. Such speech can be meaningful and authentic.

d. Transactional (dialogue)

Transactional dialogue, carried out to convey or exchange specific information is an extended form of responsive language.

e. Interpictureal (dialogue)

Interpictureal dialogue, carry out to maintain a social relationship than for the transmission of fact and information.

f. Extensive(monologue)

Students at intermediate to advanced levels are called on to give extend monologue in the form of oral reports summaries or perhaps short speeches.

8. Element of Speaking

In speaking, it is very important for student to acquire the ability to express their ideas and opinions. Consequently, this competency should be mastered by the learners of language. Following are the elements of speaking ability according to (Harmer, 2001:269-271), a. language features such as the connected speech, expressive devices, lexis and grammar, and negotiation language. Connected speech is the modifying in sounds production or utterances such as assimilation, omission, addition, weakened (through contraction and stress patterning). An expressive device is the alteration of the speed, volume, and stress of utterances to show the feeling. The use of this

device contributes the ability to convey meaning. Then lexis and grammar is necessary for the teacher to give of supply of certain words and language function, such as agreeing or disagreeing, surprise, and so forth. Those make students can produce at various stages of an interaction. Lastly, negotiation language is the benefits to clarify and to show the structure what we are saying. Therefore, those elements are completely significant a speaking ability.

Furthermore, Harmer (2001:104) states that the other element of the speaking is mental/social processing expect the language skill for the speaker, but the rapid processing skill is also necessary, such as language processing, interaction, and information processing. The language processing is the effective speaker to convey their intention to someone else and they process the words or retrieval of words or phrases from memory to communicate with people. It helps the students to develop habits of rapid language processing English. Then, interaction is the students interaction is the student interacting with the other and they understand each other. Lastly, information processing is related to the perception of some else concerning the response to other feeling in using the language. Consequently, the mental has important role to succeed the communication particularly in speaking ability.

C. Theory of describing picture

1. Describing picture

   a. Definition of picture

The definition of picture is a photo, drawing, painting or other image capture of person, thing, or scene. Picture is defined as to capture or create an image of a person or object or scene or to visualize something. Picture is one of teaching and learning language media as a media of two dimensions. Picture is an effective visual instrument, because it can apply things realistically. Sometimes, the students feel bored of the situation in English class, so they need an entertainment and picture is one of the entertainments. The teacher not only show the picture to the students but also ask the students to analyze what is the content of picture is. The information which will be expressed can be understood by the other people easily. It means that the content of pictures is similar with the fact or really situation.

b. The advantages of picture based on Hamalik states, they are:

1. Concrete, through pictures students can see real things clearly. The problems can be seen more easily through pictures than through lectures.

2. Room and time, in term of room, pictures representation of real thing which are sometimes of impossible to see for some reasons.

3. Lack of human sense, small thing which cannot be seen with eyes, can be represented by means of pictures.

4. Explanation, pictures can be used to explain problems in the environment. It will be clear and efficient.

5. Economy, for a school that has limited budget pictures give some advantages. Pictures can be cut-outs of old or unused materials or the

teacher and the students can draw pictures by themselves. Thus, the school does not need to spend much money.

6. Practical, one picture can be seen by all students in the classroom or even in the community of the school. Most pictures are easy to store and maintain after used.

c. Procedure of describing picture

In teaching speaking by describing picture the researcher provide some picture for students. The procedure describing picture us follows:

1. The researcher demonstrates the method of describing picture, the researcher make the example about the thing and describe

2. The researcher asks the students to write about the picture. Then, one of the students describing the picture

3. The researcher demonstrates the picture that had been prepared by the researcher randomly then, the students must describe the pictures so well

4. The researcher ask the students to practice based on their picture

5. The researcher ask all of students to describe their picture in front of the class

6. The researcher encourages the class to be more understanding about the picture that have been describe

d. Strengths and weaknesses of describing picture

D. Conceptual framework

In the description above, it can conclude that grammar is a set of rules in the learning language process speaking is a language skill that develops in a child's life, which is only preceded by listening skills and at that time is the ability to

speak or speak. Obtained by the child; through listening and reading activities.

Immaturity in language development is also a delay in language activities.

```
┌─────────────────────────────────────┐
│        Teaching speaking skill        │
└─────────────────────────────────────┘
                    │
                    ▼
┌─────────────────────────────────────┐
│          Describing picture           │
└─────────────────────────────────────┘
                    │
                    ▼
┌─────────────────────────────────────┐
│   The Increasing of Students' Speaking│
│                 Skill                 │
└─────────────────────────────────────┘
```
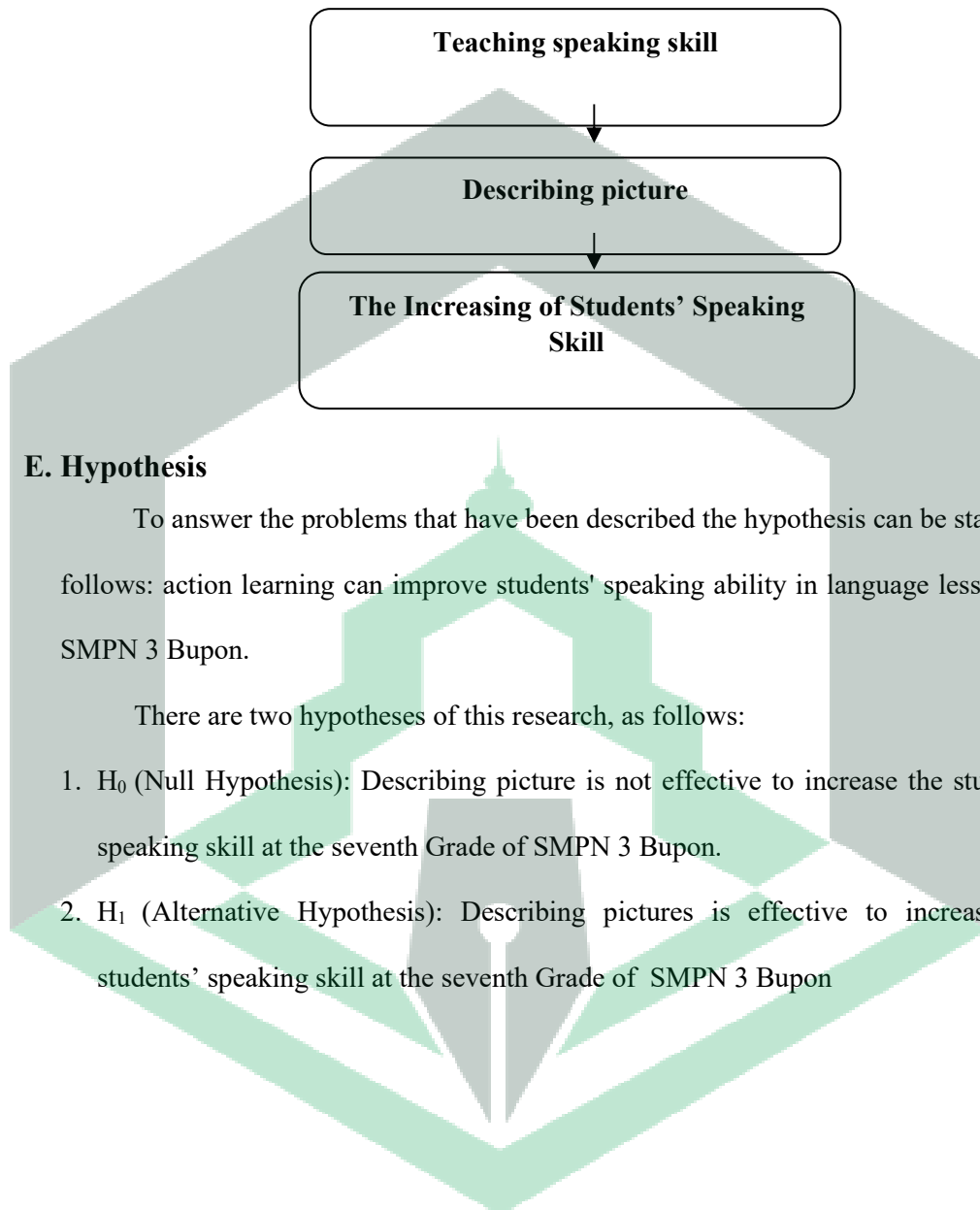
E. Hypothesis

To answer the problems that have been described the hypothesis can be stated as follows: action learning can improve students' speaking ability in language lessons in SMPN 3 Bupon.

There are two hypotheses of this research, as follows:

1. H_0 (Null Hypothesis): Describing picture is not effective to increase the students' speaking skill at the seventh Grade of SMPN 3 Bupon.

2. H_1 (Alternative Hypothesis): Describing pictures is effective to increase the students' speaking skill at the seventh Grade of SMPN 3 Bupon

CHAPTER III

RESEARCH METHOD

A. Research Method

1. Method

This Research used pre-experimental research methods. This was be used to determine whether using English describing pictures for students' speaking mastery can be increasing.

2. Research design

The researches was applied a pre-test and post-test design. The design was written as follow:

$$T1 \quad X \quad T2$$

Note:

T1   = Pre-test

X   = Treatment

T2   = Post-test[18]

B. Time and place of the Research

This research was conducted at SMPN 3 Bupon. This study focuses on the use of describing pictures to increase students' speaking ability at SMPN 3 Bupon. This research was also conducted for four meetings.

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[18]SumadiSuryabrata.*MetodologiPendidikan,*(Jakarta: Raja GrafindoPersada. 2012), p. 102

	June	July	August	October	November	April	April
Pre observation	✓						
Proposal seminar			✓				
Giving pre-test				✓			
Treatment				✓	✓		
Giving post-test					✓		
Result seminar						✓	
UT							

C. Variable operational definition

In this section, the researcher included the dependent variable and the independent variable.

The dependent variable was the speaking ability of students

The Independent variable was utilizing describing picture.

D. Population and Sample

1. Population

The population of this research is the students at Seventh Grade of SMPN 3 Bupon. The population is 120 students consist of 3 classes, each class consist of 40 students.

2. Sample

Because of this Covid-19 pandemic, the classes were divided into two sections which consist of 20 students in each section. The class divided by considering the absence number of the students. So, the sample of this

research was the VII class who has the odd number in attendance list. It consists of 20 students.

E. Procedure of Collecting Data

The procedures used and collecting the data were:

1. Pre-test

   A Researchers pre-tests to students before giving treatment. The form of the test is that the researcher provides the subject matter and each participant has to speak for 60 seconds.

2. Treatment

   a. Treatment 1

   1) The teacher explains about describing picture.

   2) The teacher divides the students into several groups.

   3) The teacher gives a paper containing the artist's picture. The first artist is *Yuki Kato*

   4) The teacher invites one representative from each group to take the paper give and describe it.

   5) This is done until the time runs out.

   b. Treatment 2

   1) The teacher told students to gather with the previous group.

   2) The teacher divides the students into several groups.

   3) The teacher gives a paper containing the artist's picture. The first artist is *Agnes Monica*

4) The teacher invites one representative from each group to take the paper and describe it.

5) This is done until the time runs out.

c. Treatment 3

1) The teacher told students to gather with the previous group.

2) The teacher divides the students into several groups.

3) The teacher gives a paper containing the artist's picture. The first artist is *Maudi Ayunda*

4) The teacher invites one representative from each group to take the paper and describe it.

5) This is done until the time runs out.

d. Ttreatment 4

1) The teacher told students to gather with the previous group.

2) The teacher divides the students into several groups.

3) The teacher gives a paper containing the artist's picture. The first artist is *Zayn Javaad Malik*

4) The teacher invites one representative from each group to take the paper and describe it.

5) this is done until the time runs out

3. Posttest

After the treatment, a post-test was performed. The researcher done the same activities as in the pre-test. The researcher gave them a post-test, which was test the students' speaking one by one,

whether students speaking ability have a increase or just the same before, the test was administered orally and had the theme (artist picture) the students explain about a topic which is given by the researcher around 60 second.

F. Research instrument

1. Speaking test

    A speaking test was a tool used to collect data from this research. The researcher was testing the basic abilities of students in speaking using English. The test was done by asking the students to describe a thing in their own words or sentence. The researcher given chance to the students to speak or describe things in 60 seconds.

2. Tape recorder

    Listening to the students carefully while speaking and record it. The record was be used as a tool to analyze the way of students in speaking and measure it with a certain scoring classification.

G. Technique of Data Analyzing

After collecting the data by conducting pre-test, treatments, and post-test, the researcher then will focus on the data analysis. Therefore, some procedures will be going by the researcher. The procedures will be explained as follows:

1. Scoring Classification

In analyzing the data which been collected, the researcher has to determine the scoring classification which includes accuracy, fluency, and comprehensibility. The assessment criteria explain by J.B Heaton as follows:

a. Accuracy

Table 3.4 the accuracy criteria

Rating	Accuracy
6	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical or lexical errors.
5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
4	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors confusing.
3	Pronunciation is influenced by the mother tongue but only a few serious phonological and lexical errors, some of which confuses.
2	Pronunciation is seriously influenced by the mother tongue with errors causing a breakdown in communication. Many basic and grammatical errors.
1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.

b. Fluency

Table 3.2 the fluency criteria

Rating	Fluency
6	Speaks without too great an effort with a fairly wide range of expression. Searchers for words occasionally but not only one or two unnatural paused.
5	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
4	Although he has made an effort and search for words, they are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range expression.
3	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. The range of expression is often limited.
2	Long paused while he researcher for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the efforts at the time. Limited range of expression.
1	Full of long and unnatural paused. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

c. Comprehensibility

Table 3.4 the Comprehensibility criteria

Rating	Comprehensibility
6	Easy for the listener to understand the speaker`s intention and general meaning. Very few interruptions or clarification are required.
5	The speaker`s intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
4	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message to seek clarification
3	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speaker`s more complex or longer sentence.
2	Only small bits (usually short sentence and phrases) can be understood and then with considerable effort by someone who is used to listening to the speaker
1	Hardly anything of what is said can be understood. Even when the listeners make a great effort interrupts, the speakers are unable to clarity anything he seems to have said.

(Adopted From Heaton: 1988)

Besides the technical scoring through the six scales above. The following is rating scale classification:

Table 3.5 Rating scale classification

Classification	Scale	Rating
Excellent	86-100	6
Very good	71-85	5
Good	56-70	4
Fairly good	41-55	3
Poor	26-40	2
Very poor	25	1

2. Criteria of hypothesis acceptability

If $t_0 \geq tt$: the null hypothesis is rejected

If $t_0 \leq tt$: the null hypothesis is accepted

Using the formula:

$$p = \frac{f}{N} \text{ X } 100$$

Where: p = percentage

F = the cumulative frequency of subjects.

N = total number of subjects.

In determining the mean score, standard deviation, test of the significance, and standard significance. The researcher calculated it by using SPSS 20 and use table distribution to choose the score.

H. Validity and Reliability

Before collecting the data, the researcher should validate the instrument that will be used. The research can not be continue if the instrument of the research do not valid. So, the researcher validate the instrument of the research first. There were 2 experts that have been validate the instrument, they are the English lecturer in IAIN Palopo, especially in speaking subject, Dr. Masruddin, S.S., M.Hum.The second expert was the English teacher at SMPN 3 Bupon, Wa Ode Hariana, S.Pd.The validation has done by giving the questionnaire to the experts. The questionnaire was the check-list form which contains a statement to assess the feasibility of the instrument.After all; the instrument can be used to collect the data.
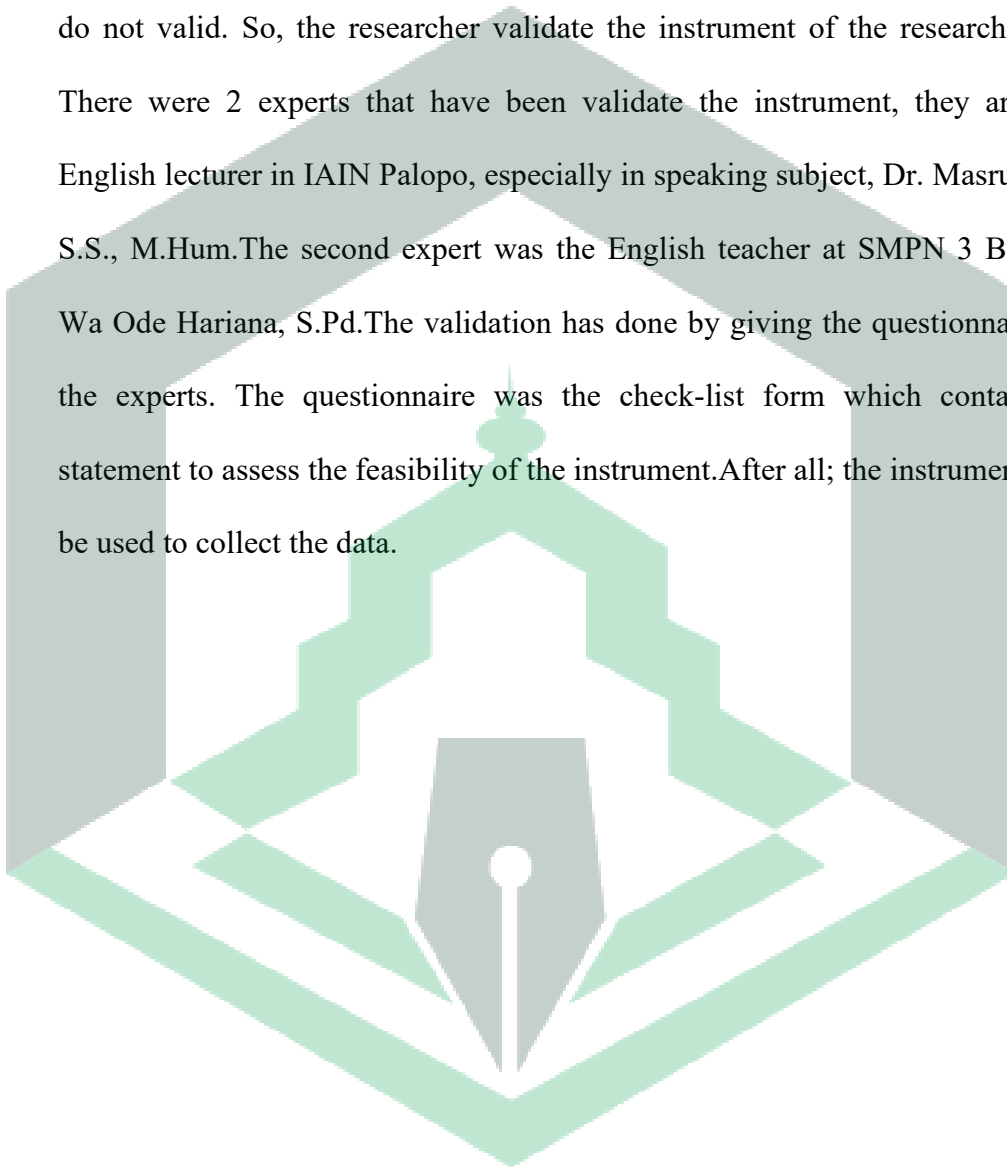
CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

The findings of the research showed the result of the data that have been analyzed statistically and the tabulating of data. It compared if the students' scores in pre-test and post-test, the classification of students' scoresin pre-test and post-test, and the mean score of students' pre-test and post-test.

1. The analysis of students' speaking skill score in pre-test and post-test

   a. Pre-test

   In this section, the researcher shows the students' scores in the speaking test, the mean scores and standard deviations of the students, the percentage of students' levels, the data in the table, and calculates the scores using SPSS 20. The students' scores in the speaking test were assessed by the researcher and the English teacher of SMPN 3 Bupon Then, the researcher showed the students' speaking skill mastery scores in the pre-test. The tabulation of student scores on the pre-test can be seen in table 4.1:

Table 4.1

The score of students' speaking skill in pre-test

No	Respondent	The Aspect of Speaking			Score of Test
		Accuracy	Fluency	Comprehensibility	
1	R1	1	1	1	23
2	R2	1	2	1	24
3	R3	1	1	2	24
4	R4	1	2	2	26
5	R5	2	2	1	30
6	R6	2	1	2	28
7	R7	1	1	2	22
8	R8	1	2	1	24
9	R9	1	3	1	15
10	R10	3	1	1	10
11	R11	2	2	1	35
12	R12	1	1	1	25
13	R13	1	2	2	27
14	R14	2	2	2	26
15	R15	2	2	1	29
16	R16	1	2	1	20
17	R17	1	2	1	22
18	R18	2	3	3	42
19	R19	2	1	2	28
20	R20	2	1	1	20

In this section, the researcher describes the average score of students' speaking skill in accuracy, fluency, and finally comprehensibility.

1) Accuracy

To calculate the average score of students' accuracy in the pre-test, the researcher used SPSS 20 to determine descriptive statistics and the rate of percentage of accuracy. The result can be presented in the table descriptive statistic it can be seen in table 4.2 and table 4.3:

Table 4.2

Descriptive statistics of accuracy in pre-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Accuracy	20	1.00	3.00	1.5000	.60698
Valid N (listwise)	20				

Table 4.3
The Rate of Percentage Score of Students' Accuracy in Pre-Test

Classification	Score	Rating	Pre – Test	
			Frequency	Percentage (%)
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	0	0
Average	41-55	3	1	5%
Poor	26-40	2	8	40%
Very Poor	≤25	1	11	55%
Total			20	100%

2). Fluency

To calculate the average score of students' fluency in the pre-test, the researcher used SPSS 20 to determine descriptive statistics and the rate of percentage of fluency. The result can be presented in the table descriptivestatistic it can be seen in table 4.4 and table 4.5:

Table 4.4

Descriptive Statistic of Fluency in Pre-Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Fluency	20	1.00	3.00	1.7000	.65695
Valid N (listwise)	20				

Table 4.5
The Rate of Percentage Score of Teenagers' Fluency in Pre-Test

Classification	Score	Rating	Pre – Test	
			Frequency	Percentage (%)
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	0	0
Average	41-55	3	2	10%
Poor	26-40	2	10	50%
Very Poor	≤25	1	8	40%
Total			20	100%

3). Comprehensibility

To calculate the average score of students' comprehensibility in the pre-test, the researcher used SPSS 20 to determine descriptive statistics and the rate of percentage of comprehensibility. The result can be presented in the table descriptive statistic it can be seen in table 4.6 and table 4.7:

Table 4.6

Descriptive Statistics of Comprehensibility Pre-Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Comprehensibility	20	1.00	3.00	1.4500	.60481
Valid N (listwise)	20				

Table 4.7

The rate of percentage score of students'

comprehensibility in pre-test

Classification	Score	Rating	Pre – Test	
			Frequency	Percentage (%)
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	0	0
Average	41-55	3	1	5%
Poor	26-40	2	7	35%
Very Poor	≤ 25	1	12	60%
Total			20	100%

b. Post-test

The researcher showed the complete score of students' of speaking skill (students' correct answer), the mean score and standard deviation of students, and the rate percentage of students' score of speaking skill in the post-test. The researcher percentage the data in the table and calculates the score by using SPSS 20. Then, the research showed the students' complete score of speaking skill in the post-test. The tabulation of students score in the post-test can be seen in the table 4.8:

Table 4.8

**The score of students' speaking skill in
Post-test**

No	Respondent	The Aspect of Speaking			Score of Test
		Accuracy	Fluency	Comprehensibility	
1	R1	3	2	2	35
2	R2	3	4	3	42
3	R3	2	2	2	27
4	R4	4	3	3	45
5	R5	3	2	2	38
6	R6	2	3	3	50
7	R7	3	3	3	43
8	R8	3	2	3	45
9	R9	3	4	3	51
10	R10	4	4	4	55
11	R11	4	3	3	40
12	R12	3	3	4	43
13	R13	3	2	3	45
14	R14	2	2	3	30
15	R15	2	3	3	41
16	R16	3	2	3	44
17	R17	4	3	3	47
18	R18	3	4	3	50
19	R19	3	3	2	53
20	R20	2	3	3	42

In this section, the researcher describes the average score of students' speaking skill in accuracy, fluency, and finally comprehensibility.

1) Accuracy

To calculate the average score of students' accuracy in the post-test the researcher used SPSS 20 to determine descriptive statistics and the rate of percentage of accuracy. The result can be presented in the table descriptive statistic it can be seen in table 4.9 and 4.10:

Table 4.9

Descriptive Statistics of Accuracy in Posttest

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Accuracy	20	2.00	4.00	2.9500	.68633
Valid N (listwise)	20				

Table 4.10
The rate of percentage score of students' accuracy in post-test

Classification	Score	Rating	Post – Test	
			Frequency	Percentage (%)
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	4	20%
Average	41-55	3	11	55%
Poor	26-40	2	5	25%
Very Poor	≤25	1	0	0
Total			20	100%

2) Fluency

To calculate the average score of students' fluency in the post-test, the researcher used SPSS 20 to determine descriptive statistic and the rate

of percentage of accuracy. The result can be presented in the table descriptive statistic it can be seen table 4.11 and table 4.12:

Table 4.11

Descriptive Statistics of Fluency in Post-Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Fluency	20	2.00	4.00	2.8500	.74516
Valid N (listwise)	20				

Table 4.12

The Rate of Percentage Score of Students' Fluency in Post-Test

Classification	Score	Rating	Post – Test	
			Frequency	Percentage (%)
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	4	20%
Average	41-55	3	9	45%
Poor	26-40	2	7	35%
Very Poor	≤ 25	1	0	0
Total			20	100%

3) Comprehensibility

To calculate the average score of students' comprehensibility in post-test, the researcher used SPSS 20 to determine descriptive statistics and the rate of percentage of comprehensibility. The exult can be presented in the table descriptive statistic it can be seen in table 4.13 and table 4.14:

Table 4.13

Descriptive Statistics of Comprehensibility in Post-Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Comprehensibility	20	2.00	4.00	2.9000	.55251
Valid N (listwise)	20				

Table 4.14

The Rate of Percentage Score of Students' Comprehensibility in Post-Test

Classification	Score	Rating	Post – Test	
			Frequency	Percentage (%)
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	2	10%
Average	41-55	3	14	70%
Poor	26-40	2	4	20%
Very Poor	≤25	1	0	0
Total			20	100%

2. The mean score and standard deviation of students' speaking ability in pre-test and post-test

After presenting the descriptive statistics table and the percentage of students' score in the pre-test and post-test according to the assessment in speaking, the research also obtained the mean and standard deviation values using SPSS 20. The result was presented in the table in the table descriptive statistic. The result was presented in the table descriptive statistic as follows:

Table 4.15

The Mean Score and Standard Deviation in Pre-Test (T1) and Post-Test (T2)

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	20	10.00	42.00	24.5500	7.06716
Posttest	20	27.00	55.00	43.8000	7.36707
Valid N (listwise)	20				

Table 4.15 sample statistics indicated that the standard deviation in the pre-test is 7.06716 and in the post-test are 7.36707. It also showed that the mean score of students in the pre-test is 24.55 and the mean score of the students in the post-test is 43.80. The result of the table above showed that the mean score of students in the post-test was higher than the mean score of students in the pre-test. It concluded that the Describing picture was effective in teaching speaking skills for beginner learners

To know whether the pre-test and post-test were significantly different, and also to know the acceptability of the hypothesis of this research, the researcher used Test analysis and calculated it by using SPSS 20. The result could be shown in the table of paired sample statistics, paired sample correlations, and paired sample test. It presented in the following tables:

Table 4.16

The Paired Sample Statistic of Pre-Test and Post-Test

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	24.5500	20	7.06716	1.58026
	Posttest	43.8000	20	7.36707	1.64733

Table 4.16 samples statistics of pre-test and post-test above indicated that the value of standard deviation in the pre-test is 7.06716 and 7.36707in the post-test. Besides, the standard deviation error in the pre-test is 1.58026 and 1.64733 in the post-test. The table above also showed that the mean score in the pre-test is 24,55 and in the post-test is 43,80. It concluded that the students' scores improved from 24, 5 to 43.8**.**

Table 4.17

The Paired Samples Correlation of Pre-Test and Post-Test

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	20	-.040	.866

Table 4.17 paired samples corrections of pre-test and post-test above presented that the correlation of the students' ability before and after treatment is -0,357. It means that there was a significant correlation between students' ability in speaking skills before and after treatment.

Paired Samples Test			T	df	Sig. (2-
		Paired Differences			

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				tailed)
					Lower	Upper			
Pair 1	Pretest – Posttest	-19.25000	10.41191	2.32817	-24.12292	-14.37708	-8.268	19	.000

Assuming that the level of significance (α) = 5% (0, 05), the only thing which is needed; the degree of freedom (df) = N – 1, where N = 20, then the t-test is presented in the following table:

Table 4.18

The Paired Sample Test of Pre-Test and Post-Test

Paired Samples Test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest – Posttest	-19.25000	10.41191	2.32817	-24.12292	-14.37708	-8.268	19	.000

In table 4.18, the researcher found that t_o(t_{count})= -8.268and df (degree of freedom) = 19. While the tt (ttable) = 2.093, the degree of freedom (df) = 19, with the standard of significant = 5%.

$$-8.268 > 2.093$$

Based on the findings that ($t_o > t_t$) the t-count higher than t-table. It can be terminated that there is a significant deficiency between the students' speaking skills score before and after treatment using the describing pictures.

B. Discussion

Speaking is an important skill which has to be taught in the learning process of English because from speaking we can express our ideas and feeling. For this reason, students are forced to understand English. But, the researcher found that the problem from the students based on the observation that are often faced by students is utterances, they consider learning English they are very difficult, sometimes bored and lazy to learn, they also have difficulty in understanding the material being taught, lack of confidence and quieter when the learning process takes place, other difficulties that exist in students are lack of English vocabulary and less passive in speaking English. The students need to using games in learning, so they very fun and motivated. Based on those reasons, the researcher giving problem solves with the media. An effort would be done by using Describing picture. Describing picture is an activity where the researcher gives a group of pictures and each student in each group describes it.

To increase students' speaking skill, researchers have conducted research using describing pictures. This study was divided into 3 stages, namely pre-test, treatment, and post-test. In the initial test. Researchers conducted a pre-test to consider students' abilities before being given treatment. The researcher asked some questions to the students about themselves and gave one of the topics in this pretest which is "describe things about what is your favorite thing". This is to consider the speaking ability of previous students. The researcher documented the students' speaking test. After the pre-test, the researcher then analyzed the students' scores and then did the treatment.

There were four encounters in the treatment. The treatment is using

describing picture with the rules of the game are: 1) each student is divided into several groups. 2) The teacher gives a sheet of paper containing the artist's picture, 3) next; one student from each group comes forward, and then describes the picture. 4) The game continues to the following groups. 5) Researchers evaluate the results of the learning method using describing pictures. 6) The teacher determines the conclusion of the learning concept.

However, in carrying out the treatment, researchers faced several obstacles. At first the students were still confused about how to play the describing picture. The researcher then gave further explanation about the rules of the game so that students understood how to play it. In addition, because the games are fun, describing pictures make students noisy and not serious in learning. The researcher asked students to focus on learning activities and pay attention to the researcher's explanation. In addition, students do not know how to describe something because their speaking is still low. The researcher solved this problem by suggesting some words to the students when they did not know what to say. Furthermore, all the constraints have been solved by the researcher.

After the treatment, the researcher conducted a post-test to measure the students' ability in speaking skills. The researcher asked the students to describe their favorite artist. While the students were talking, the researcher took notes to make it easier to measure the score. The students' scores were then analyzed by the researcher to find out whether the students' scores on the post-test had increased or not.

Based on the research findings, the researcher found out that the

describing picture is effective in improving speaking skill for beginner learners. The result data analysis showed that the mean score of the students' pre-test is 24, 5 and the mean score of the post-test is 43, 8. The standard deviation of the pre-test is 7, 06716 and the standard deviation of the post-test is 7, 36707. It means that using the describing picture could improve the students' ability in speaking skills. After analyzing the data of students' in the speaking test, it showed that t_{count} (t_0) with value (8,268) was higher than t_{table} (t_t) with value (2,093) with a degree of freedom (df) = 19, and on the level significance 0.05, so the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. It means that there was a significant difference between the results of the pre-test and post-test. . According to Paul Ginnis (2008:83) describing picture is a describing thing that is easy to apply and fun to encourage verbal skill, listening, observation, understanding, and cooperation. Each group is given a different paper; one student contains a visual while the pair is given plain paper. Every couple Must ask questions so that the couple who gets the blank paper can be as visually as possible as perfect as possible.

In summary, based on the research result above, there were also previous research results that found the describing picture is effective in increasing speaking skills as for the previous research, namely by Ummu kalsum the researcher using picture as a media to improve students speaking skill. In the Ummu Kalsum research using profession and animal picture as the material, than the object of this research the students of SMPN 10 Parepare Eight grade. Riesty Wulandari the researcher using media picture by power point to improve students

speaking skill, the students tried to know what the text about and how they pronounced and how the intonation of each statements was, next the researcher using the students of XI is 2 SMAN 1 Kasihan as the object of this research. Adi Daya the researcher using experimental research to teach speaking, picture as media to teach the students' how to speak well by describing picture in the picture.

The similarity of the results of previous studies and this research is that this study and this study found describe effectiveness to increase students' speaking skills; by using describing pictures students can improve their speaking skills. While the difference between the results of previous studies and this study is that this study only found the effectiveness of describing pictures from twenty students and was carried out in schools. Meanwhile, previous research found scores of students' speaking skills and could see the significant effectiveness of the use of describing pictures. In addition, the uniqueness of describing pictures is that these describing pictures are a very simple but very effective way for an individual to learn a certain topic. There are great advantages to using describing in studying for exams, interviews, or other similar purposes. In this study, by using describing pictures, novice students can understand how to describe a strong picture through describing picture.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings and discussions in the previous chapter, the researcher concluded that using the describing picture is effective to increase speaking ability for beginner's learner at SMPN 3 BUPON. It can be seen after doing treatments. The result showed that there is a significant difference between the students' mean score in pre-test and post-test. In the pre-test, student mean score is 24, 5 and the students' mean score in the post-test is 43, 8.

B. Suggestions

1. For teacher:

The researcher suggests English teachers to apply various strategies, media, and interesting games in teaching speaking ability. Researchers suggest using describing pictures in teaching speaking ability.

2. For students:

The students should be active in the learning process. So the students can improve their ability in English.

3. For research:

To the further research, particularly those who have the same problem and are interested in conducting research, it is suggested that this research of how to complete this technique. Finally, the researcher realized that this thesis involved some weaknesses and it was far from

being perfect. So, constructive critics and advice were expected for the perfection of the thesis. The researcher hoped that the results of this research could be for readers.

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APPENDIX
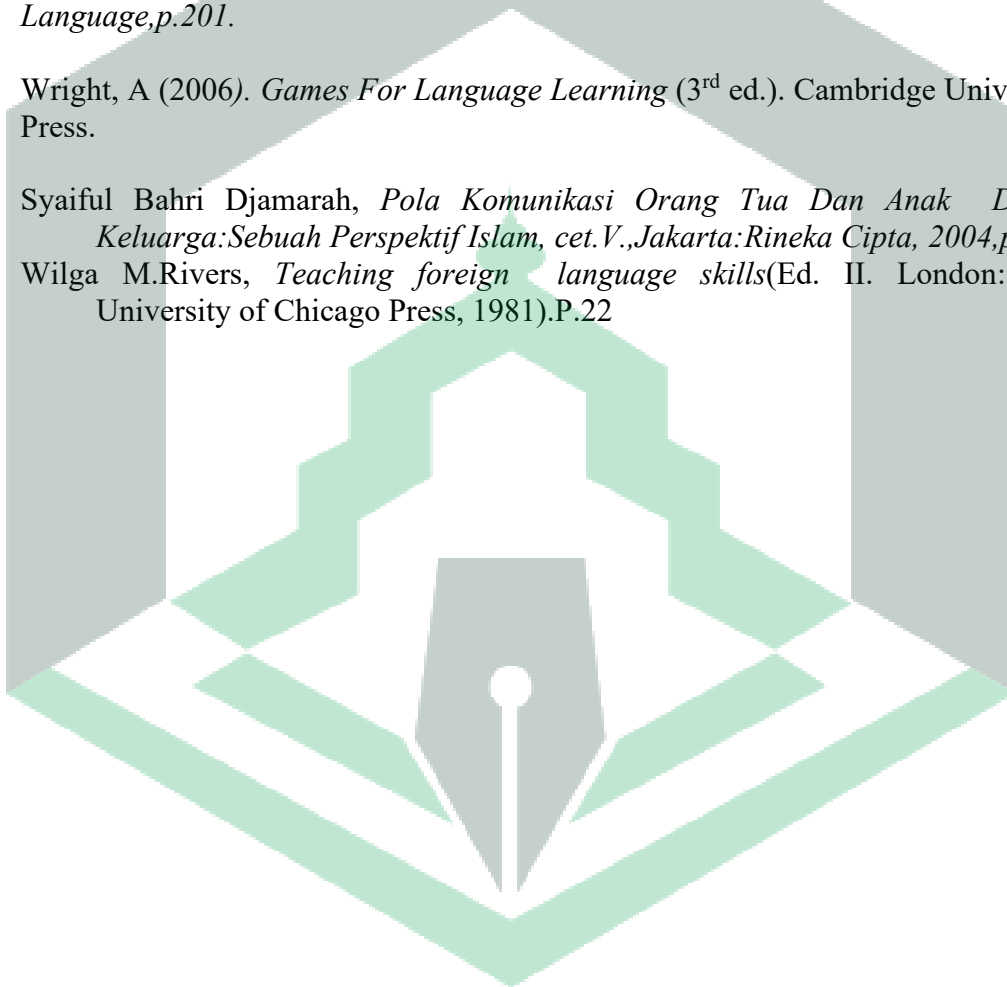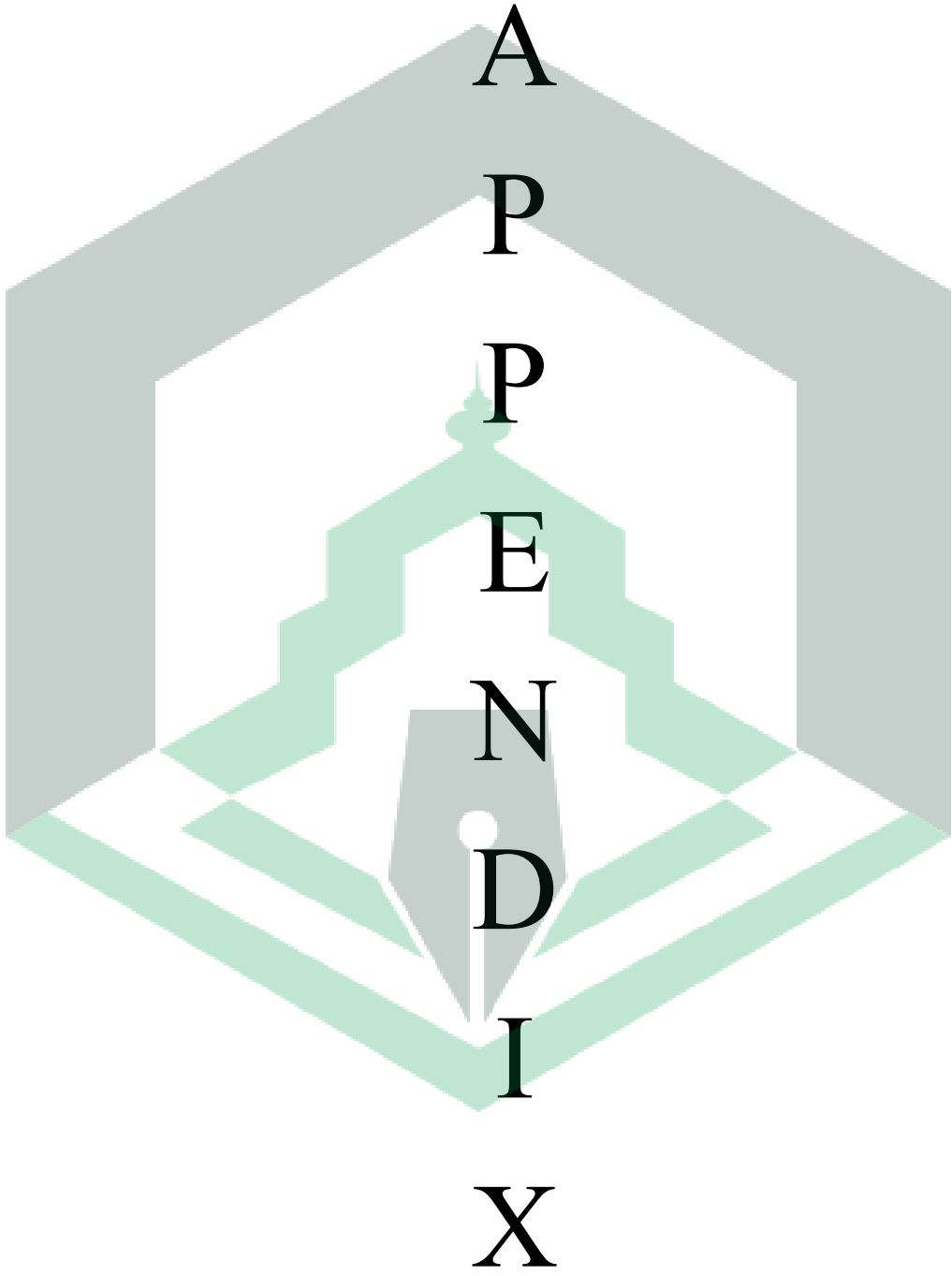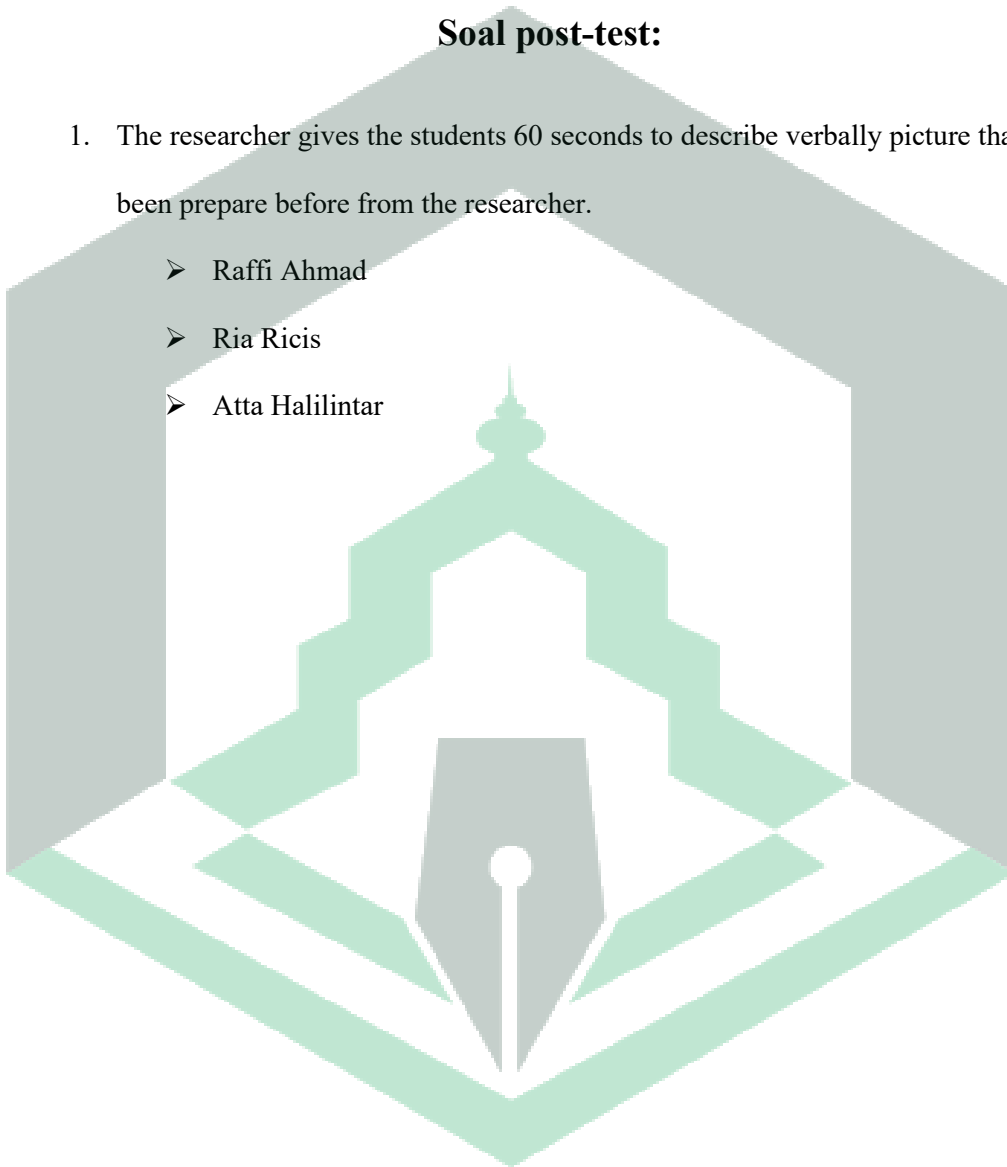
Soal pre-test:

1. The researcher asks the students to describe verbally someone in 60 seconds.

Soal post-test:

1. The researcher gives the students 60 seconds to describe verbally picture that has been prepare before from the researcher.

   - ➤ Raffi Ahmad

   - ➤ Ria Ricis

   - ➤ Atta Halilintar

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah   : SMPN 3 Bupon

Mata Pelajaran   : Bahasa Inggris

Kelas /Semester   : VIII/Ganjil

TahunPelajaran   : 2021/2022

MateriPokok   : Describing picture (Artis)

Pertemuanke   : 1

AlokasiWaktu   : 2 x 30 menit (1 pertemuan)

A. STANDAR KOMPETENSI

Meningkatkan *Speaking* siswa

B. KOMPETENSI DASAR

Memahami dan mendeskripsikan *picture* (*Artis*)

C. INDIKATOR

➤ Meningkatkan dan memperkaya *speaking* mengenai *picture* dan karakteristiknya sesuai konteks penggunaannya dengan cermat, sopan dan percaya diri.

➤ Bekerja sama dalam tim sehingga dapat mempermudah mendapatkan umpan balik mengenai *Describing picture*

D. MATERI PEMBELAJARAN

➤ People (*Yuki Kato*)

E. METODE PEMBELAJARAN DAN MEDIA PEMBELAJARAN

1. Metode   : Cooperative Learning
2. Media   : Describing picture

F. KEGIATAN PEMBELAJARAN

Langkah-langkah :

- o Kegiatan awal (10 menit)
    1) Salam danberdoa
    2) Memeriksakehadiransiswa
    3) Guru memperkenalkandiri (menggunakan bahasa inggris)
    4) Menyampaikan tujuan pembelajaran yang akan berlangsung
    5) Menyampaikan materi yang akan dibahas
- o KegiatanInti
    1) Menyiapkan materi.
    2) Memperkenalkan materi yang akan dipelajari kemudian menjelaskan materi tersebut kepada siswa yaitu tentang bagian-bagian rumah.
    3) Setelah selesai menjelasakan materi, guru membagi siswa kedalam lima kelompok yang beranggotakan 4-5 siswa.
    4) Guru memperkenalkan dan menjelaskan game yang akan digunakan yaitu Describing picture.
    5) Kemudian guru menyiapakan beberapa kertas bergambar yang akan di deskripsikan oleh siswa
    6) Ini dilakukan sampai waktu habis
- o Kegiatanakhir
    1) Peneliti memberikan beberapa pertanyaan untuk mengevaluasi kembali tentang materi *describing picture*.
    2) Peneliti bertanya bagaiman aperasaan siswa setelah mengikuti pembelajaran dengan menggunakan Describing picture.
    3) Salam penutup

G. PENILAIAN

- ➤ TesLisan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah	**: SMPN 3 Bupon**
Mata Pelajaran	**: Bahasa Inggris**
Kelas /Semester	**: VIII/Ganjil**
TahunPelajaran	**: 2021/2022**
MateriPokok	**: Describing picture**
Pertemuanke	**: 2**
AlokasiWaktu	**: 2 x 30 menit (1 pertemuan)**

A. STANDAR KOMPETENSI

Meningkatkan *Speaking* siswa

B. KOMPETENSI DASAR

Memahami dan mendeskripsikan *picture(Artis)*

C. INDIKATOR

➢ Meningkatkan dan memperkaya *speaking* mengenai *picture* dan karakteristiknya sesuai konteks penggunaannya dengan cermat, sopan dan percaya diri.

➢ Bekerja sama dalam tim sehingga dapat mempermudah mendapatkan umpan balik mengenai *Describing picture*

D. MATERI PEMBELAJARAN

➢ People (*Agnes Monica)*

E. METODE PEMBELAJARAN DAN MEDIA PEMBELAJARAN

1. Metode : Cooperative Learning
2. Media : Describing picture

F. KEGIATAN PEMBELAJARAN

Langkah-langkah :

- Kegiatanawal (10 menit)

    1) Salam danberdoa

    2) Memeriksa kehadiran siswa

    3) Guru memperkenalkandiri (menggunakan bahasa inggris)

    4) Menyampaikan tujuan pembelajaran yang akan berlangsung

    5) Menyampaikan materi yang akan di bahas

- KegiatanInti

    1) Menyiapkan materi.

    2) Memperkenalkan materi yang akan dipelajari kemudian menjelaskan materi tersebut kepada siswa yaitu tentang bagian-bagian rumah.

    3) Setelah selesai menjelasakan materi, guru membagi siswa kedalam lima kelompok yang beranggotakan 4-5 siswa.

    4) Guru memperkenalkan dan menjelaskan game yang akan digunakan yaitu Describing picture.

    5) Kemudian guru menyiapakanbeberapakertasbergambar yang akan di deskripsikan oleh siswa

    6) Ini dilakukan sampai waktu habis

- Kegiatanakhir

    1) Peneliti memberikan beberapa pertanyaan untuk mengevaluasi kembali tentang materi *describing picture*.

    2) Peneliti bertanya bagaimana perasaan siswa setelah mengikuti pembelajaran dengan menggunakan Describing picture.

    3) Salam penutup

G. PENILAIAN

➢ TesLisan

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah   : SMPN 3 Bupon

Mata Pelajaran   : Bahasa Inggris

Kelas /Semester   : VIII/Ganjil

TahunPelajaran   : 2021/2022

MateriPokok   : Describing picture

Pertemuanke   : 3

AlokasiWaktu   : 2 x 30 menit (1 pertemuan)

A. STANDAR KOMPETENSI

Meningkatkan *Speaking* siswa

B. KOMPETENSI DASAR

Memahami dan mendeskripsikan *picture* (*Artis*)

C. INDIKATOR

- Meningkatkandanmemperkaya*speaking*mengenai*people*dankarakteristiknyasesuaikontekspenggunaannyadengancermat, sopan dan percaya diri.
- Bekerjasamadalamtimsehinggadapatmempermudahmendapatkanumpanbalikmengenai*Describing picture*

D. MATERI PEMBELAJARAN

- People (*MaudyAyunda*)

E. METODE PEMBELAJARAN DAN MEDIA PEMBELAJARAN

1. Metode : Cooperative Learning
2. Media : Describing picture

F. KEGIATAN PEMBELAJARAN

Langkah-langkah :

o Kegiatanawal (10 menit)

1) Salam danberdoa
2) Memeriksakehadiransiswa
3) Guru memperkenalkandiri (menggunakanbahasainggris)
4) Menyampaikantujuanpembelajaran yang akanberlangsung
5) Menyampaikanmateri yang akandibahas

o KegiatanInti

1) Menyiapkan materi.
2) Memperkenalkan materi yang akan dipelajari kemudian menjelaskan materi tersebut kepada siswa yaitu tentang artis.
3) Setelah selesai menjelasakan materi, guru membagi siswa kedalam lima kelompok yang beranggotakan 4-5 siswa.
4) Guru memperkenalkan dan menjelaskan game yang akan digunakan yaitu Describing picture.
5) Kemudian guru menyiapakan beberapa kertas bergambar yang akan di deskripsikan oleh siswa
6) Ini dilakukan sampai waktu habis

o Kegiatanakhir

1) Penelitimemberikanbeberapapertanyaanuntukmengevaluasi kembalitentangmateri *describing picture*.
2) Peneliti bertanya bagaimana perasaan siswa setelah mengikuti pembelajaran dengan menggunakan Describing picture.
3) Salam penutup

G. PENILAIAN

➢ TesLisan

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah	**: SMPN 3 Bupon**
Mata Pelajaran	**: Bahasa Inggris**
Kelas /Semester	**: VIII/Ganjil**
TahunPelajaran	**: 2021/2022**
MateriPokok	**: Describing picture**
Pertemuan ke	**: 4 (empat)**
AlokasiWaktu	**: 2 x 30 menit (1 pertemuan)**

A. STANDAR KOMPETENSI

Meningkatkan*Speaking*siswa

B. KOMPETENSI DASAR

Memahamidanmendeskripsikan *picture*

C. INDIKATOR

- Meningkatkandanmemperkaya*speaking*mengenai*people*dankarakteristiknyasesuaikontekspenggunaannyadengancermat, sopandanpercayadiri.
- Bekerjasamadalamtimsehinggadapatmempermudahmendapatkanumpanbalikmengenai*Describing picture*

D. MATERI PEMBELAJARAN

- People (*ZaynJavaad Malik*)

E. METODE PEMBELAJARAN DAN MEDIA PEMBELAJARAN

    1. Metode   : Cooperative Learning

    2. Media   : Describing picture

F. KEGIATAN PEMBELAJARAN

Langkah-langkah :

- Kegiatan awal (10 menit)

  1) Salam danberdoa

  2) Memeriksakehadiransiswa

  3) Guru memperkenalkandiri (menggunakanbahasainggris)

  4) Menyampaikantujuanpembelajaran yang akanberlangsung

  5) Menyampaikanmateri yang akandibahas

- KegiatanInti

  1) Menyiapkan materi.

  2) Memperkenalkan materi yang akan dipelajari kemudian menjelaskan materi tersebut kepada siswa yaitu tentang artis.

  3) Setelahselesaimenjelasakanmateri, guru membagi siswa kedalam lima kelompok yang beranggotakan 4-5 siswa.

  4) Guru memperkenalkan dan menjelaskan game yang akan digunakan yaitu Describing picture.

  5) Kemudian guru menyiapakan beberapa kertas bergambar yang akan di deskripsikan oleh siswa

  6) Ini dilakukan sampaiwaktu habis

- Kegiatanakhir

  1) Penelitimemberikanbeberapapertanyaanuntukmengevaluasi kembalitentangmateri*describing picture*.

  2) Penelitibertanyabagaimanaperasaansiswasetelahmengikutip embelajarandenganmenggunakan Describing picture.

  3) Salam penutup

G. PENILAIAN

➢ TesLisan

KETERANGAN PENELITIAN
NOMOR : 131 DIKBUD / SMP 16 /XI /2021

Yang bertanda tangan dibaweh ini Kepala SMP Negeri 3 Bua Ponrang, menerangkan bahwa :

Nama	:	**ARISKA**
Nim	:	1602020001
Tempat/Tgl Lahir	:	Teppo, 22 Juni 1997
Program Studi	:	S1/ Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Tempat Penelitian	:	SMP Negeri 3 Bua Ponrang
Alamat	:	Lanipa, Desa Bakti, Kec Ponrang Selatan Kab Luwu

Yang bersangkutan benar telah melaksanakan penelitian pada SMP Negeri 3 Bua Ponrang, Selama 1 Bulan, TMT. 14 Oktober s/d 14 November 2021 dalam penulisan Skripsi S1 dengan judul

"INCREASING STUDENTS' SPEAKING SKILL BY USING COMMUNICATIVE GAME AT THE SEVENTH GRADE SMP NEGERI 3 BUA PONRANG.

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Lanipa, 18 November 2021

Kepala Sekolah,

Drs. MUKHLIS
NIP: 19621211 199802 1 002

Nomor : 376/PENELITIAN/10.09/DPMPTSP/X/2021
Lamp : -
Sifat : Biasa
Perihal : *Izin Penelitian*

Kepada
Yth. Ka. SMPN 3 Bupon
di -
Tempat

Berdasarkan Surat Dekan Institut Agama Islam Negeri Palopo : 1957/In.19/FTIK/HM.01/10/2021
tanggal 12 Oktober 2021 tentang permohonan Izin Penelitian.
Dengan ini disampaikan kepada saudara (i) bahwa yang tersebut di bawah ini :

Nama	Ariska
Tempat/Tgl Lahir	Teppo / 22 Juni 1997
Nim	16 0202 0001
Jurusan	Pendidikan Bahasa Inggris
Alamat	Dsn. Teppo
	Wara
	Kecamatan Malangke Barat

Bermaksud akan mengadakan penelitian di daerah/instansi Saudara (i) dalam rangka penyusunan
"Skripsi" dengan judul :

INCREASING STUDENTS SPEAKING SKILL BY USING COMMUNICATIVE GAMES AT THE SEVENTH GRADE OF SMPN 3 BUPON

Yang akan dilaksanakan di SMPN 3 BUPON, pada tanggal 14 Oktober 2021 s/d 14 November 2021

Sehubungan hal tersebut di atas pada prinsipnya kami dapat menyetujui kegiatan dimaksud dengan ketentuan sbb :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan harus melaporkan kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Mentaati semua peraturan perundang-undangan yang berlaku.
4. Menyerahkan 1 (satu) examplar copy hasil penelitian kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
5. Surat izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Diterbitkan di Kabupaten Luwu
Pada tanggal : 14 Oktober 2021
Kepala Dinas

Drs. H. RAHMAT ANDI PARANA
Pangkat : Pembina Tk. I IV/b
NIP. 19641231 199403 1 079

Tembusan :
1. Bupati Luwu (sebagai Laporan) di Belopa;
2. Kepala Kesbangpol dan Linmas Kab. Luwu di Belopa;
3. Dekan Institut Agama Islam Negeri Palopo;
4. Mahasiswa (i) Ariska;
5. Arsip.

Documentation of pre-test

Documentation of treatment

Transcription of Pre-test

1. I will describe about my mother, she have black hair, nose yang mancung and mata yang sipit and she is beautiful begitu ga kak
2. I will describe about my sister, namanya Lili, she have mata yang beautiful nose tidak mancung and she sangat baik
3. I will describe my friend, namanya Tika, she smart and beautiful eemm and kulitnya white.
4. I will describe my brother he sangat baik, he handsome kulitnya coklat dan hidungnya mancung
5. I will describe my mother she is beautiful, rajin cooking and masakannya enak. Kulitnya putih and mancung
6. I will describe about my father he strong and he rajin bekerja. Kulitnya hitam and badannya big
7. I will describe about hmmm friend. Namanya Dodi he handsome and smart. Kulitnya coklat and hidungnya mancung
8. I will describe my sister. She is beautiful and baik. She mancung and berkulit white
9. I will describe my friend, she is beautiful and smart. She baik and have punya tahi lalat didagunya
10. I will describe my brother. He is masih bayi, he is sangat lucu and always smile and cry
11. I will describe my father. He is a teacher, my father is handsome and smart. Eemmm he tinggi and besar
12. I will describe my mother. She beautiful, she punya kulit putih and she juga jago cooking
13. I will describe my friend. Namanya Rangga he handsome and baik. He jago playing game
14. I will describe my sister. She have kulit putih, she rajin and baik.
15. I will describe my friend. He black and tidak terlalu gendut tapi he sangat baik
16. I will describe my mother. She is beautiful dan sangat baik walaupun selalu marah2. She beautiful and selalu cooking
17. I will describe brother. He always playing game. He sangat baik and handsome.
18. I will describe my mother. She is beautiful, nosenya mancung dan kulitnya coklat and she is sangat baik
19. I will describe my sister. She beautiful, baik and rajin
20. I will describe my brother, he tinggi and coklat skin. He rajin working, and olahraga

Transcription of Post-Test

1) SD 1

   Assalamu'alaikum Wr.Wb my name is SD, I will describe actress,his name is Raffi Ahmad is a famous artist and youtuber in Indonesia, his wife is Nagita Slavina and has one child named Rafatar. Eee… he's a handsome and kind man and also he likes to share

2) VA 2

   Assalamu'alaikum Wr.Wb guys, my name is VA, I will describe actress name is Atta Halilintar he is a famous youtuber in Indonesia, he is tall, white, rambut sedikit panjang eee.. and likes to share, in some of his content about sharing to people in need.

3) JB 3

   Assalamu'alaikum Wr.Wb my name is JB, eee. I will describe actress, name is raffi Ahmad he is an artist and comedian, he is handsome, kind and he already has a wife and a child.

4) NA 4

   Assalamu'alaikum Wr.Wb my name is NA,i will describe artisther name is Ria Ricis who is a famous artist and youtuber di Indonesia. she is beautiful, has a small body and she is also good at singing. He has also played in several Indonesian films.

5) AR 5

   Assalamu'alaikum Wr.Wb my name is AR, I will describe the artist whose name is Atta Halilintan and has 12 younger siblings and all of them are talented

6) SR 6

   Assalamu'alaikum wr wb I will describe Ria Ricis. She is a youtuber woman number one in Indonesia. She have 2 sisters. She is beautiful and have much money.

7) NT 7

   Assalamu'alaikum wr wb I will describe Atta Halilintar. He is a youtuber. Her wife name is Aurel Hermansyah. He is rich and have much money.

8) GB 8

   Assalamu'alaikum wr wb I will describe Raffi Ahmad. Raffi is artis and presenter. Raffi ahmad have child and the name is Rafatar and wife name is Nagita

9) IL 9

   Assalamu'alaikum wr wb I will describe Atta Halilintar. He is a youtuber. He has eleven siblings. The name family is Halilintar

10) NA 10

    Assalamu'alaikum wr wb I will describe about Ria Ricis. Shi is youtuber and have many channels. She is sisternya Ustz Oki Setiana Dewi.

11) DS 11

Assalamu'alaikum wr wb I will describe Raffi Ahmad. He is artis and have wife Nagita and child Rafatar

12) SA 12

Assalamu'alaikum wr wb I will describe Ria Ricis. She is a youtuber and have much money. She have 2 sisters

13) AT 13

Assalamu'alaikum wr wb I will describe Atta Halilintar. He has many car on his house. He have wife Aurel Hermansyah.

14) FR 14

Assalamu'alaikum wr wb I will describe Ahmad Raffi Ahmad is a handsome boy and funny. The child name is Rafatar and wife Nagita

15) BG 15

Assalamu'alaikum wr wb I wll describe Ria Ricis. She is beautiful. She likes swim at the beach and like mermaid and squashy.

16) TU 16

Assalamu'alaikum Wr.Wb I will describe Raffi Ahmad he is handsome and likes to joke, he also has a beautiful wife and one son.

17) NL 17

Assalamu'alaikum Wr.Wb I will describe Atta Halilintar he is a famous youtuber in Indonesia, he has a wife who is now pregnant.

18) HF 18

Assalamu'alaikum Wr.Wb I will describe Ria Ricis he is the number one youtuber in Indonesia, he is beautiful and cute.

19) NK 19

Assalamu'alaikum Wr.Wb I will describe Raffi Ahmad he likes to joke, is kind and likes to share. eee.. he is also a host of tv shows

20) PA 20

Assalamu'alaikum Wr.Wb I will describe Ria ricis she is beautiful, loves to travel and is also a famous youtuber

CURRICULUM VITAE

The researcher, Ariska was born on June 22nd 1997 in Malangke, Kabupaten Luwu Utara, she is the fifth child, one sister and fifth brothers. Her father's name in Seyung and her mother's name is Bunga Dia.

She lives in Dusun Teppo Desa Wara Kecamatan Malangke Barat, Kabupaten, Luwu Utara. The researcher began her study at SDN 144 Salobongko and graduated in 2006 then she continues her study at MTS Salobongko and graduated in 2013 and then continues her study at SMAN 1 Malangke Barat and graduated in 2016. After that, she continues her study at the State Islamic Institute of Palopo in 2016 and taking English Department and finished in 2021.

In the end study at the state Islamic institute of Palopo, wrote a thesis entitled is "**Increasing Students' Speaking Ability Through Describing Picture at The Seventh Grade SMPN 3 Bupon**"